

Rasinski (1994) has identified six ways to build fluency.

Model Fluent Reading	Students need many opportunities to hear texts read aloud. This can include daily read-alouds, books on audiocassette, and books read by peers during book-sharing. While you read aloud to students, highlight particular aspects of fluency, such as how you read dialogue the way you think the character would say it or how you raise your voice at the end of a question sentence.
Provide Direct Instruction and Feedback	Direct instruction in fluency includes, but isn't limited to, independent reading practice, fluent reading modeling, and monitoring students' reading rates.
Provide Reader Support	Readers need to practice reading both orally and silently. Feedback during oral reading can aid in building fluency and attending to key aspects of fluency—speed, accuracy, and intonation. The most popular reader support techniques are echo reading, choral reading, partner reading, and reader's theater. In addition, books on audiocassette can be used.
Use Repeated Readings of One Text	Repeated readings, a popular technique developed by Samuels (1979), has long been recognized as an excellent way to help students achieve fluency. It has been shown to increase reading rate and accuracy and transfer to new texts. The student's reading is timed and feedback is given based on word accuracy and number of words read correctly per minute. The student then practices with the text until ready for another timed reading.
Cue Phrase Boundaries in Text	One of the characteristics of proficient readers is the ability to group words together in meaningful units. Students who are having trouble with comprehension may not be putting words together in meaningful phrases or chunks as they read. Their oral reading is characterized by choppy, word-by-word delivery that impedes comprehension. One way to help is the use of phrase-cued texts in which the natural boundaries are marked on the passage. Students practice with the marked passage, then read the same passage unmarked.
Provide Students With Easy Reading Materials	Students need an enormous amount of individualized reading practice in materials that are not too difficult. The materials should be at the student's independent or instructional level (above 90% word recognition), not at the student's frustration level. Provide time in class for students to read independently or with partners, and also assign books to read at home on a daily basis.